



Faculty of Health Sciences



Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

Dean's Awards Faculty of Health Sciences 2024-25



Dean's Awards
Faculty of Health Sciences
2024-25



Dean's Awards
Faculty of Health Sciences
2024-25

2425



The Faculty of Health Sciences incorporates the Schools of Dental Science, Medicine, Nursing and Midwifery, and Pharmacy and Pharmaceutical Science.

At the core of our activities in Health Sciences is the understanding that all of our activities begin with and centre on our patients.

Welcome to the Faculty of Health Sciences Dean's Awards Ceremony 2024-25

The Faculty of Health Sciences Dean's Awards give us an occasion to celebrate some of the activities in the Faculty during the past academic year. We are delighted to recognise a wide range of achievements and contributions from staff who demonstrate excellence and commitment to our mission.

As Dean, I am pleased that the Faculty is in a position to provide resources for innovative projects in research and teaching. The Research Initiatives Award and the Innovation in Teaching Award are highly competitive and have proven to be the springboard for many staff to achieve national and international recognition and funding.

For the Professional & Support Staff Award, and the Outstanding Contribution to Teaching in Professional Practice Award, there is a robust selection process whereby we recognise selected staff each year. Many other staff are deserving of recognition and we are very grateful for the dedication and commitment of all our staff and clinical partners.

This year I am pleased to introduce the inaugural Dean's Award for Distinguished Service to Health Sciences, seeking to recognise individuals who have made significant contributions to Health Sciences over a sustained period of time.

We are pleased to congratulate all the award winners for 2024-25 and thank everyone who participated in the nomination and selection of the recipients.

Professor Brian O'Connell
Dean of the Faculty of Health Sciences



Dean of Health Sciences
Research Initiatives Fund



The Dean's Research Initiatives Fund supports new and innovative research that will enhance Trinity College's and the Faculty of Health Sciences' ability to compete for large-scale, interdisciplinary, single- and multi-investigator extramural awards. It aims to advance the research priorities of Trinity College's Strategic Plan, raise the national and international profile of the University through increased competitiveness for funding from external sources.

The Dean's Research Initiatives Fund awards investigators from Health Sciences with seed funding that provides the foundation or pilot data necessary to secure extramural funding for cutting edge, innovative and transformative research. One of the primary aims of the Dean's Research Initiatives Fund is to support early career researchers from Health Sciences, by providing them with an opportunity to be named PI on a research grant.

Since its inception in 2015-16, the Faculty has supported 42 research projects, with a financial contribution amounting to €760,000.

**Dean's Research
Initiatives Fund
2024-25**

Norita Gildea
School of Medicine

I obtained my PhD in Exercise Physiology in 2017 from Trinity College Dublin. My doctoral research was centered on exercise intolerance and microvascular dysfunction in individuals with type 2 diabetes. My research interests extend to understanding the cellular mechanisms that influence macro- and microvascular function within prediabetes and ageing the effect of different exercise training and lifestyle interventions on vascular and metabolic adaptations therein. My work is focused on how personalised exercise prescription and other novel therapeutic interventions can improve both glycaemic and blood pressure control and reduce cardiovascular and cerebrovascular risk factors that are central to reducing the burden of chronic diseases like prediabetes, and its progression to overt type 2 diabetes, in a plight for successful ageing.



Norita Gildea
School of Medicine
Physiology

-----> **Linking exercise training
protocols for brain health in
prediabetes and exploring a
clinical strategy for cure**

Project abstract

Prediabetes, a marker of the onset of glycaemic dysregulation remains a disease of inconsequence despite being an established risk factor for cognitive impairment, vascular dementia and Alzheimer's disease.

Since cures are unavailable, prevention is paramount to enhance brain health, with emphasis on modifiable risk factors such as physical activity. Traditional moderate-intensity continuous exercise (MICE) stimulates angiogenesis, neurogenesis and sympathetic plasticity, mitigating the age-related decline in cognitive function, with time-efficient high-intensity interval exercise (HIIE) interventions emerging as equally efficacious or even superior in improving metabolic, cardiac and systemic vascular health in many clinical populations. However, to date, the benefits of these exercise intensities on the cerebrovasculature in prediabetes remain unknown. In this regard, if exercise training increases cerebrovascular responsiveness and potential angiogenesis in prediabetes in the long term; critically, it does so through cumulative brief, "acute" exposures to exercise over a lifetime.

Hence, it is imperative to initially characterise these responses following single bouts of these exercise modalities. Accordingly, this proposal aims to explore commonly used measures of cerebrovascular function following acute bouts of MICE and HIIE in prediabetes. By gaining an insight into these exercise-induced cerebrovascular changes, the efficacy of different intensity-specific exercise training protocols for brain health in prediabetes could be revealed.



**Dean's Research
Initiatives Fund
2024-25**

Heike Hawerkamp
School of Medicine

Dr. Heike Hawerkamp is a postdoctoral research fellow interested in the role of the immune system in haemophilia. She studied biology in Tuebingen, Germany and then moved to Uppsala, Sweden where she studied immunology and infection biology.

Thereafter she returned to Germany to do a PhD focussing on skin immunology at the University Hospital Duesseldorf. Following her PhD, she moved to Ireland, where her research is now centred around the role of the immune system in resolving bleeding episodes in haemophilia.



----->
Heike Hawerkamp
School of Medicine
Clinical Medicine

-----> **Turning the quality
of lives for haemophilias
around by identifying
biomarkers for effective
treatment**

Project abstract

Haemophilia A is an X-chromosome-linked disease occurring in about 1 in 5,000 male births worldwide. Persons with haemophilia A have a lack or deficiency of the blood clotting coagulation factor VIII (F8) leading to abnormal bleeding phenotype. Patients may experience spontaneous intraarticular bleeding and joint inflammation leading to blood-induced joint destruction (haemophilic arthropathy). Haemophilia A requires ongoing treatment throughout patients' lives, with regular injections of the missing Factor VIII. About 30% of patients develop inhibitory antibodies making the treatment ineffective and which does not prevent joint inflammation. MicroRNAs are endogenous, small non-coding RNAs with a regulatory roles in various biological processes such as immune cell development and function. MiRNAs have been connected to inflammatory joint diseases such as rheumatoid arthritis, a disease similar to haemophilic arthropathy.

-----> **providing preliminary data for future extramural funding**

The proposed research project will investigate circulating miRNAs in patients with haemophilia. Any identified miRNAs could be used as biomarker and/or drug targets to improve symptoms of blood-induced joint damage and in turn quality of life for haemophilia patients. The knowledge and techniques of this project will provide the basis for a novel research avenue at TCD, and solid preliminary data for future extramural funding. Additionally, this will aid an early-career scientist towards independence.



**Dean's Research
Initiatives Fund
2024-25**

Daniel Johnston
School of Medicine

Dr Daniel Johnston joined the School of Medicine as an Assistant Professor in Anatomy in 2022. His group's research focuses on inflammation and inflammatory disease at barrier sites where we interact with our external environment and microbiome, principally the skin and gut. His current work is primarily concerned with understanding the debilitating skin condition hidradenitis suppurativa (HS).



-----> **The creation of a bespoke
dataset which will benefit
immediate and future research
questions and the wider field
of skin disease**

----->
Daniel Johnston
School of Medicine
Anatomy

Project abstract

My research group seeks to model the initiating events in the pathogenesis of the devastating inflammatory skin disease hidradenitis suppurativa using ex vivo hair follicle culture and integrating data from existing single-cell transcriptomic datasets. However, these datasets are limited as the inclusion of the key follicular unit is inconsistent across samples.

In this project, we will build a transcriptomic map of hidradenitis suppurativa (HS) hair-follicle vulnerability, by precisely taking multiple hair follicle samples from axillar resections and performing bulk and single-RNAseq from multiple samples/patient. The single-cell cell samples will identify cells types in the deconvoluted bulk RNAseq, increasing the power of the dataset.

This proposal seeks to logically extend the scope of a current TRDA PhD project and greatly enhance its impact. Rather than relying on limited publicly available data, this proposal will allow the creation of a bespoke dataset which will benefit both our immediate and future research questions and the wider field.

In addition, we seek to hold an ambitious and inclusive PPI event for HS patients in conjunction with partners in HS Ireland. Adapting the current best-in-class model developed by key opinion leaders in Denmark, this event will be the first of its kind in Ireland.

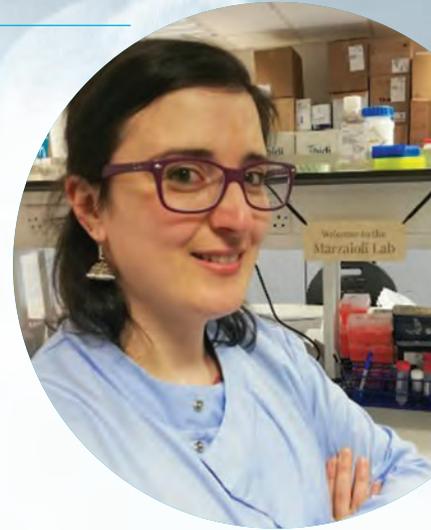
-----> **Adapting the current best-in-class model will be the first of its kind in Ireland**

**Dean's Research
Initiatives Fund
2024-25**

Viviana Marzaioli
School of Medicine

Dr Viviana Marzaioli is Research Assistant Professor and a Principal Investigator in the Molecular Rheumatology group in the School of Medicine in TCD. Dr Marzaioli has been awarded and received independent fundings for >1 million euro, including the prestigious Newman Research Fellowship in Rheumatology in 2019 (UCD) and the SFI-IRC Pathway Programme for emerging independent researchers in 2022 (TCD). Her research group focuses on investigating monocytes activation and development in health and disease, with a specific focus in underlying mechanisms involved in driving disease-specific pathogenesis in rheumatic diseases, for the development of stratified therapeutical approaches for patients.

This multidisciplinary project will investigate joint micro-environmental cues which pre-define monocytes' fate and route of differentiation in Rheumatoid (RA) and Psoriatic (PsA) arthritis patients, advancing our knowledge in specific disease pathogenesis signatures.



----->
Viviana Marzaioli
School of Medicine
Clinical Medicine

-----> **The development of stratified
therapeutical approaches for
patients with Rheumatoid and
psoriatic arthritis...**

Project abstract

Rheumatoid arthritis (RA) and psoriatic arthritis (PsA) are two of the most common forms of inflammatory arthritis. While common pathogenic mechanisms have been identified, significant differences have been observed at the clinical, immunological, and molecular level, in addition to differential responses to current therapies. At a molecular level, little is known about the distinct underlying mechanisms involved in driving this differential pathogenesis. Recently, we have identified differences in the activation, differentiation status and function of monocytes in RA and PsA patients, which may have an impact in disease progression and response, however the environmental cues driving these functions are still widely unknown.

Therefore, in this interdisciplinary project, we will utilise extensive mechanistic studies and 3D bioprinting to recapitulate the inflamed joint in order to investigate (i) micro-environment cues that define monocyte development and route of differentiation; (ii) cell-cell interaction to evaluate monocyte fate; and (iii) selective targeting of monocyte/fibroblast activation and development in RA and PsA. Overall, the project will significantly advance our knowledge of differential disease pathogenesis in RA and PsA, in addition to the development of stratified therapeutical approaches for patients, ultimately having a significant impact on patient care, and efficiency and cost effectiveness in our healthcare system.



-----> will ultimately having a significant impact on patient care, and efficiency and cost effectiveness in our healthcare system



Dr. Conor Finlay's career trajectory has been significantly influenced by the Dean's Award he received in 2023. This award acted as a vital starting point, propelling his research independence and enabling numerous achievements that ultimately led to him securing the prestigious SFI-IRC Pathway Programme award in 2024.



Research Impact Case Study

Investment in Research Capacity

Dr. Finlay's Dean's Award 2023 for his project "*Mapping human macrophage anti-microbial function in pleural infection*"; facilitated preliminary data collection and importantly, this initial groundwork directly supported his successful application for a Trinity Doctorate Award (2024-2028) as well as a Trinity College Dublin Research Boost equipment award.

Impact on Collaborations and Networking

Since 2023, Conor has fostered a significant new collaboration with Dr. Laura Gleeson's respiratory clinical and research team, leading to the establishment of a pleural biobank resource. The award also supported international collaborations with Leiden University for immunometabolic profiling of macrophages and the University of Manchester for pleural fluid proteomics. His contribution to a *Nature Immunology* publication comparing human and murine serous cavity immune cells further solidified his position within the international network of serous cavity biology researchers.

Enhancement of Technical and Infrastructure and Commercialisation Potential

Another key achievement, facilitated by the award, is the significant advancement of the TCD Single Cell Omics facility, which Dr. Finlay created and manages with TTMI infrastructure support. The TCD Single Cell Omics facility has already attracted industry collaboration with Legend Biotech, and Dr. Finlay intends to further increase its capacity by hiring a single-cell omics technician. This development underscores his ambition to become the academic director of a renamed "TCD Omics" facility.

The Dean's Award A Catalyst for Dr. Conor Finlay's Research Success

Achievement in advancing Scientific Knowledge

One of the most important scientific outcomes of Dr. Finlay's team has been the creation of an early version of the Cellular Atlas of Pleural Effusion (CAPE), which maps immune cell populations across pleural health and disease. CAPE provides respiratory physicians and scientists with a crucial reference resource for understanding cellular composition in various pleural conditions, with initial findings identifying distinct macrophage subpopulations in patients with pleural effusion from infection or malignancy compared to those with benign effusions.



Conor and team

Contributions to Teaching and Supervision Excellence

Dr. Finlay's contributions to teaching, supervision, and mentoring has been outstanding. The Dean's award directly an MSc Molecular Medicine student in 2024, who went on to achieve first-class honours. A MSc Genomic Medicine student is currently analysing pleural fluid samples using single-cell RNA sequencing. Dr. Finlay's has also enriched his teaching contributions across multiple programmes, including the Research Skills Module for PhD students, teaching on genetic technologies to bioengineering students, and plans for a new week-long omics training programme in the MSc Molecular Medicine (2025-2026).

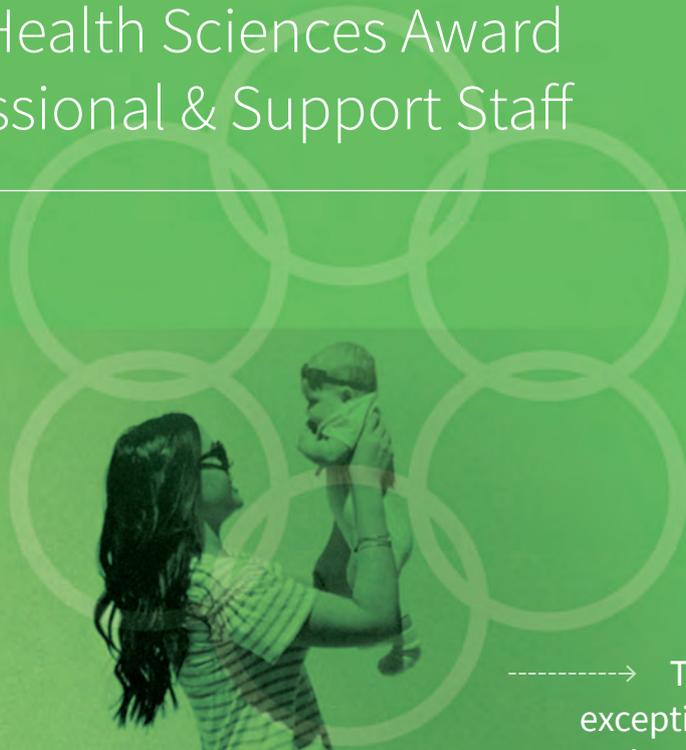
Leveraging Funding to Build Research Programme and Independence

The Dean's Award laid the foundation for Dr. Finlay's prestigious SFI-IRC Pathway Programme award in 2024. The SFI-IRC Pathway Award provides funding over a four-year period and includes support for a postgraduate student. This award will now enable Dr. Finlay to pursue his ambitious research goals, further solidifying his trajectory towards becoming a world-leading expert in the field and significantly expanding his research profile.



Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

Dean of Health Sciences Award for Professional & Support Staff



-----> To celebrate those exceptional individuals who excel in their role and who continually encourage an ethos of excellence in the Faculty.



The Dean of Health Sciences seeks to recognise the significant contribution of professional and support staff to the delivery of the core business of the Faculty of Health Sciences. This award seeks to highlight the ongoing contributions of professional and support staff, and to celebrate those exceptional individuals who excel in their role and who continually encourage an ethos of excellence in the Faculty. There are five categories for this award.

Leading by Example

This individual demonstrates leadership through the values of collaboration and inclusion. They have the ability to make difficult decisions based on knowledge, evidence and sound judgement. They communicate clearly and positively, and they evaluate and modify workplans when necessary in response to evolving situations. They see the bigger picture, and harness opportunities to achieve the goals of their school/faculty/university.

Innovations with Impact

This individual champions new ways of doing things, new ideas, smarter processes, etc. They challenge the norm, bring about impactful change, and are respected for their critical thinking and good judgement. They exemplify and drive positive change for the betterment of their school/faculty/university.

Exemplary Performance

This individual displays exemplary performance (above and beyond what would be expected of their grade/role), demonstrates problem-solving abilities, a calmness and professionalism while under pressure, and a dedication and commitment to achieve a positive outcome. They maintain a consistent focus on quality and detail.

Positivity Champion

This individual positively influences their school/faculty/university, perhaps from behind the scenes, with a positive attitude, a willingness to help in whatever capacity necessary, and a commitment to excellence. They are energised, capable and confident to take ownership and responsibility, they are proactive and delivery-focused in order to anticipate, meet & exceed expectations.

Team Award

This team adds significant value to their school/faculty/university by working together in a collaborative and cooperative manner. The team exemplifies positive relationships within the team. Team members cultivate positive relationships between the team and other areas of their school/faculty/university. This team environment is one which creates opportunities for all members of the team to thrive. They communicate in a clear and respectful manner, build trust and commitment for achieving successful outcomes.

**Dean of Health Sciences
Award for Professional
and Support Staff
2024-25**

Dr Luciana Lolich
Research Impact Officer
School of Nursing & Midwifery

Luciana recognised the need to highlight the real-world influence of the school's research. To accomplish this, she created and introduced an *Impact Case Competition*. This initiative has not only showcased the breadth of research happening within the school but has also helped academics articulate and demonstrate how their work is actively shaping healthcare practice.

Luciana has worked closely with the Research Impact Officer at the School of Medicine, as well as the Civic Engagement and Social Innovation Office, to organize events such as the European Researchers' Night and training programs on research engagement and impact. Additionally, she collaborates with the Advancing your Research Career (ARC) programme, delivering masterclasses on research impact. Her ability to build meaningful working relationships extends beyond her school, strengthening connections across the faculty and college, amplifying the impact of her work.



----->
Dr Luciana Lolich
Research Impact Officer
School of Nursing
& Midwifery



-----> **Luciana's work has contributed to the school's return to the number one position as the leading School of Nursing and Midwifery in the country.**

Innovations with Impact

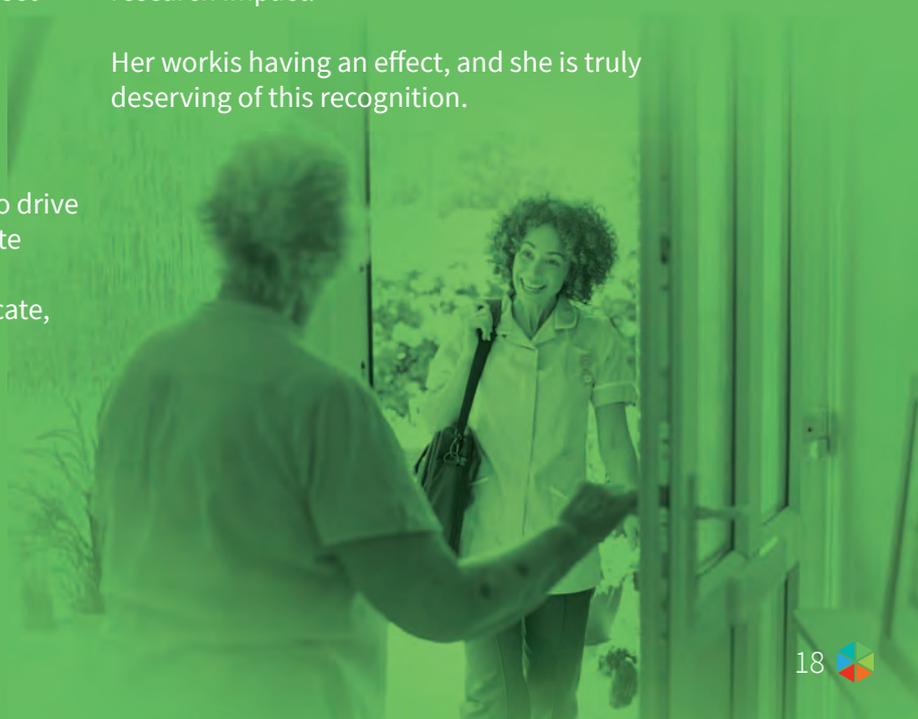
One of the most important and meaningful outcomes of Luciana's work has been the school's return to the number one position as the leading School of Nursing and Midwifery in the country. Through focused and smart awareness of impact and how these strategies are embedded in best practices, and then advising and helping researchers to raise awareness, she has played a pivotal role in enhancing our national and international standing. Her novel and creative approaches have challenged the school and set targets as to how impact is integrated within academic research, ensuring that our school leads the way in demonstrating meaningful contributions to healthcare.

Overall, Luciana exemplifies what it means to drive *innovation with impact*. Her ability to translate complex societal challenges into actionable strategies is transforming how we communicate, assess, and maximise the influence of our research.

-----> **driving innovation
with impact**

She is not only an expert in her field but also a generous, creative, and inspiring colleague who has elevated the entire school's approach to research impact.

Her work is having an effect, and she is truly deserving of this recognition.



**Dean of Health Sciences
Award for Professional
and Support Staff
2024-25**

Dr Ann Monaghan
TILDA Project Manager
School of Medicine
(Medical Gerontology)

One of Ann's remarkable achievements includes her leadership in getting TILDA's Wave 7 off the ground. Navigating the complexities of the Joint Controller Agreement (JCA) was a tough challenge, but Ann's calm and methodical approach ensured that all necessary agreements were in place, enabling the seamless execution of this critical phase of the study. Her ability to coordinate multiple stakeholders and address intricate legal and logistical considerations under pressure exemplifies her commitment to excellence.

Ann has a positive outlook on life and this is reflected in her performance on the job. Ann led the TILDA data team to completely overhaul how TILDA datasets are accessible for researchers from easy- to-use codebooks, creating a meta data catalogue for all available TILDA datasets and a searchable database of questions appearing in the TILDA CAPI and SCQ across each wave. Ann has been instrumental in running the TILDA Frailty Education study days which have to date trained in excess of 430 health care professionals in person. Ann has also codesigned the TILDA data workshop which trains up to 20 people at a time from academic, health and policy backgrounds and feedback has been extremely positive in all aspects of the day.



----->
Dr Ann Monaghan
TILDA Project Manager
School of Medicine
(Medical Gerontology)

-----> **Ann's contribution has in no
small way contributed to TILDA's WHO
Collaborating Centre Status Award.**



Exemplary Performance

The continuous repetitive education and training programme for various data collection teams was designed, test bedded, and implanted by Dr Monaghan and has now been replicated worldwide by other longitudinal studies.

Under her stewardship, we have recently negotiated with the DoH and other government bodies to jointly control data with the CSO, thereby enhancing data linkage.

More recently, Dr Monaghan has taken responsibility for ensuring that our data is in a format appropriate for machine learning and AI applications. This has been fuelled by her innovative strategies with respect to modes of data collection.

TILDA was recently award WHO Collaborating Centre status, which was in no small way due to Dr Monaghan's consistent contribution to the study and excellence in strategic development and operationalism of TILDA.

-----> **creating a meta data catalogue for all available TILDA datasets and a searchable database**

While juggling all elements of being a great project manager, Ann also dedicates time and effort to team bonding. From lunch time exercises and events, to meeting after work, Ann encourages and facilitates team bonding that is inclusive for all members of the team.



**Dean of Health Sciences
Award for Professional
and Support Staff
2024-25**

Ms Ciara McCabe
Executive Officer
School of Medicine
(Physiotherapy)

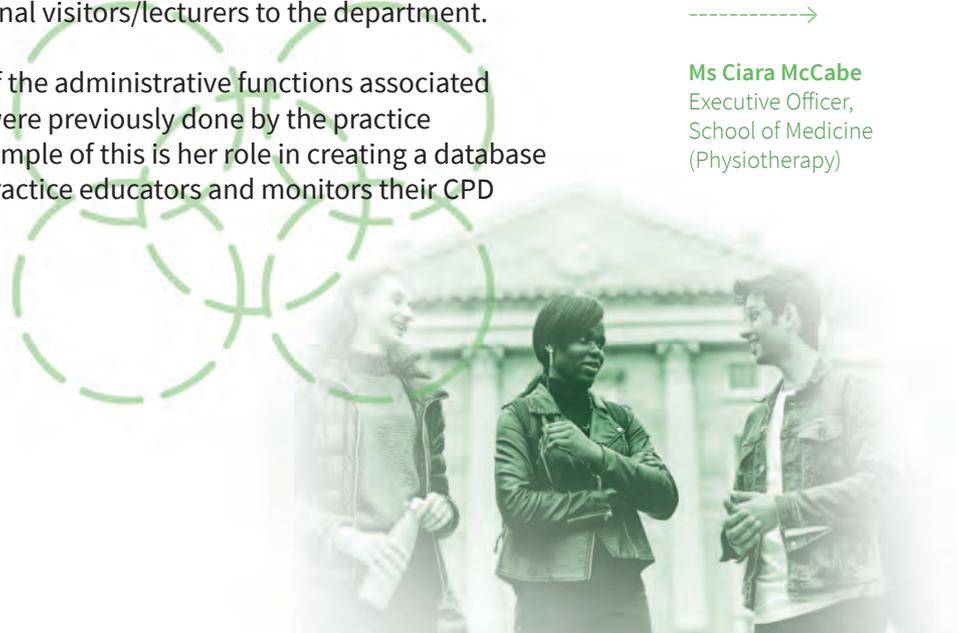
Ciara has been a remarkable asset to the physiotherapy department since commencing her post. She demonstrates a calm efficiency that extends to all administrative and financial tasks, enabling the department to run smoothly and efficiently. She has instigated changes to the operational processes of the department which have impacted positively on all of our work and improved the experience of others (including students) dealing with the discipline.

When asked to perform a task, no matter what the complexity – her reply is always ‘no problem’. She takes immediate responsibility, researches what is needed and comes back with a comprehensive answer/solution. Her friendly and open approach creates a positive working environment for students, staff, the physiotherapy practice education team, staff from clinical partner sites and external visitors/lecturers to the department.

Ciara has taken over several of the administrative functions associated with practice education that were previously done by the practice education team. A specific example of this is her role in creating a database which records details of our practice educators and monitors their CPD activities.



Ms Ciara McCabe
Executive Officer,
School of Medicine
(Physiotherapy)



Positivity Champion

Ciara's approach to her role is characterized by an infectious optimism, exemplified by her most frequent email response: "No problem!" This simple phrase encapsulates her can-do attitude and willingness to tackle any challenge, no matter how big or small, complex or routine. She handles all tasks with efficiency, grace, and a smile, fostering a supportive and collaborative working environment for staff and students alike.

Her work ethic, efficiency, and bright, sunny attitude are a foundation and essential element within the Physiotherapy department. She is the quiet, effective, driving force for all of us. Her exemplary work ethic, effectiveness, knowledge, and kindness deserve to be recognised, we'd be lost without her.

-----> **When asked to perform a task, no matter what the complexity – her reply is always 'no problem'.**



**Dean of Health Sciences
Award for Professional
and Support Staff
2024-25**

Ms Dara O'Mahony
Postgraduate Manager
School of Medicine

We would like to nominate Dara O'Mahony for the Leading by Example award in recognition of her exceptional leadership, commitment to the success of the School, and ability to create an environment in which her team thrives. Dara embodies the values of collaboration and inclusion, demonstrating sound judgement, clear communication, and a proactive approach to achieving the School's goals.

A key hallmark of Dara's leadership is her ability to position the team for accomplishment. As a single point of success, she provides clear direction and structured support, ensuring that team members are empowered to work effectively while also fostering a culture of collaboration. By focusing on long-term sustainability, she has established processes that enhance efficiency across the School, directly benefiting students, staff, and academic colleagues.

Dara has also played a pivotal role in creating a positive and productive work environment. Her inclusive and forward-thinking leadership style has fostered a workplace culture where staff feel valued and supported. By prioritising open communication and professional development, she has enabled the team to prosper, leading to improved morale, greater collaboration, and enhanced service delivery.

-----> **Dara's ability to see the bigger picture and identify opportunities has led to strategic improvements that align with the School's broader objectives.**



----->
Ms Dara O'Mahony
Postgraduate Manager
School of Medicine



Leading by Example

Beyond her immediate team, Dara's leadership has had a wider impact on the School as a whole. Her ability to see the bigger picture and identify opportunities has led to strategic improvements that align with the School's broader objectives.

Dara was a prominent figure in the successful roll-out of the local PG admissions pilot, which devolved admissions to School level. The School of Medicine was chosen to undertake the pilot, and Dara was key in ensuring the success of the pilot, the outcome of which was subsequently adopted College-wide.

Over more than 15 years Dara has driven policy development to accommodate and manage the dynamic and complex administrative requirements of the School. Many of these policies have been adopted by College, most recently Academic Affairs have adopted and adapted our policy on PG programme development and approvals, as part of the PG renewal project.



-----> **driving policy development to accommodate and manage dynamic and complex administrative requirements**

Dara recently developed and drove to completion a unique administrative pilot for PGT programmes across the School, involving workload and resource sharing across PGT administrators from different disciplines. This has massively improved the efficiency of PGT programme administrations and has been unanimously lauded by Course Directors.

Dean of Health Sciences Award for Professional and Support Staff 2024-25

Postgraduate Team School of Medicine

As a team Majella, Beth, Kristal, Archita and more recently Kissila work together each day to ensure postgraduate activities are supported to the highest standard and as people they look out for each other's welfare.

Within hybrid working arrangements, the team hold frequent meetings where they check in regarding administrative workload and personal welfare, collaborating to ensure the workload is shared and that everyone participates.

In 2024, an interdisciplinary cross-College administrative initiative driven by Beth and ably assisted by Majella brought together postgraduate administrators from all Schools across College. The purpose of the meeting was to meet colleagues from other areas of College who may not get the chance to meet in person and allow them to introduce themselves and share insights into their work. The meeting provided a valuable opportunity to discuss challenges and streamline work processes collaboratively. The initiative was so well received, another meeting took place in November 2024 with the assistance of the AR Faculty Liaison Officers. There were over forty staff members in attendance with many members of staff from the AR who were able to discuss the AR functions in detail. The School of Nursing is planning to host the next meeting of this group shortly.

-----> **Their leadership, commitment,
and impact continue to benefit not only
the School of Medicine but also the wider
College community**



----->
Ms Majella Moloney
Deputy Postgraduate
Manager

Ms Beth Whitney
Postgraduate Administrator

Ms Kristal MacNamara
Postgraduate Executive
Officer

Archita Choudhury
Postgraduate Executive
Officer

Ms Kissila Moreira De Assis
Postgraduate Executive
Officer

Team Award

“Working with the admin team has been excellent. One unexpected benefit of having a team over a number of courses is learning how other courses run certain elements. As a result, we have made changes to our BlackBoard and other aspects of running our course to improve efficiency, which was down to the admin team’s suggestions.”

The teamwork, leadership, and drive to continuously improve processes for the benefit of students, staff, and the College community are all hallmarks of this team. Their strong work ethic is matched by their willingness to share their knowledge and experience, making them a model of collegiality and professional excellence. I am truly grateful for their ongoing contributions, and I cannot think of a more deserving group to receive recognition for their hard work. Their leadership, commitment, and impact continue to benefit not only the School of Medicine but also the wider College community



Dean of Health Sciences Award for Outstanding Contribution to Teaching in Professional Practice

-----> **highlight those exceptional individuals who excel in teaching and who continually encourage an ethos of excellence in clinical teaching**

The Award for Outstanding Contribution to Teaching in Professional Practice was developed to recognise the significant contribution of professionals who do not hold appointments with Trinity to the delivery of teaching to our undergraduate and postgraduate students.

Each of the Schools within the Faculty of Health Sciences has a long tradition of working with our clinical and allied health colleagues to educate students across all of our programmes, ensuring that our graduates are career-ready from the moment of graduation. This award seeks to recognise the valuable contribution of such colleagues and to highlight those exceptional individuals who excel in teaching and who continually encourage an ethos of excellence in clinical teaching.



**Outstanding Contribution
to Teaching in Professional
Practice Award**

2024-25

Philip Hardy

School of Dental Science

Philip Hardy qualified with a B.A B,Dent,Sc from Trinity College, in 1991 after a short career in engineering. He worked for one year in the Dublin Dental University Hospital, as a Junior House Officer, and then a further three years as a part-time registrar/teacher in oral surgery. He then spent thirteen years in general practice in Wexford with a special interest in occlusion and orofacial pain. He returned to fulltime teaching in 2005. Having completed a masters degree in Leadership in Health Professions Education in 2012 he is currently a lecturer in restorative dentistry in the DDUH and up to September 2020 was the Director of Undergraduate restorative Clinics. Philip also served four years on the hospital board.



Philip Hardy
School of Dental Science

-----> **The School is continually impressed by the overwhelming positive student feedback and comments that Philip continues to receive through the annual feedback survey.**

Philip has played an integral role in the training of dentists in the day-to-day practice of restorative dentistry in Trinity for many years. Restorative dentistry encompasses most of the most common clinical procedures (e.g. fillings, crowns, bridges, dentures, etc.) carried out by general dental practitioners and not surprisingly, therefore, represents a substantial part of the Bachelor of Dental Science programme. The School is very proud of the level of clinical experience and teaching that our students receive. As a consequence of this our graduates are highly sought after due to their clinical competence. Philip has made a tremendous contribution to this.

As Director of UG Restorative Clinics Philip has played a central role in all curricular developments in this area. However, one highlight was the leading role he played in the development of a reflective portfolio for the pivotal area of restorative dentistry. This is now a core component of the curriculum and is incorporated into the clinical assessments in the final exams. The portfolio has been recognised as best practice in the field. Philip was involved in the initiation of the project to introduce the portfolios and has been instrumental in its implementation and constant evaluation and development. He was responsible for identifying the content of the portfolios, how they are assessed and their subsequent integration into an electronic format.

Professionalism is central to all clinical training in the DDUH and the School takes this very seriously. In his role as Director of UG Restorative

Clinics, Philip was responsible for introducing and inculcating an ethos of professionalism in all aspects of student activity. Philip helped to develop a systematic framework that embedded professionalism indicators into routine clinical grading, refined through repeated feedback from the dental hospital's part time staff and students to ensure consistent, transparent assessment. He continues to contribute to this in his day-to-day interaction with Year 2 and 3 students on the clinic and in the clinical skills lab.

The School is continually impressed by the overwhelming positive student feedback and comments that Philip continues to receive through the annual feedback survey. It is abundantly clear from these and the other comments that the students truly appreciate his experience, dedication and support, above and beyond what might ordinarily be expected:

“Dr Hardy is the best!”

“As expected, another excellent course run by Dr Hardy, outstanding lectures, always willing to help students excel, so great to see someone with great intelligence combined with such care for students. We appreciate everything he does”

“Dr Hardy is a great lecturer and gave great guidance for our group in the clinical sessions. He was very patient and always took the time to answer the questions we had. I found it to be a difficult module but he made it very enjoyable...!”

**Outstanding Contribution
to Teaching in Professional
Practice Award**

2024-25

Sylvia Leahy

School of Nursing & Midwifery

Sylvia Leahy is the Clinical Nurse Manager 2 in the Peri-Operative Directorate at Tallaght University Hospital, bringing 23 years of nursing experience. She is a graduate of Nursing from Trinity College. Sylvia also holds a Bsc in Nursing Leadership and Management from the Royal College of Surgeons in Ireland (RCSI). Sylvia has extensive clinical and managerial expertise in acute care services.

Sylvia has a special interest in clinical education that supports a positive learning environment, and a highest standard of nursing practice. Her innovative teaching methods, include simulation training, bedside teaching, reflective practice sessions and evidence-based learning which nurtures the professional growth and critical thinking skills of students and staff.



→
Sylvia Leahy
Clinical Nurse Manager 2,
Acute Surgical Ward,
Tallaght University Hospital

→ **By promoting
excellence in practice,
leadership, and continuous
professional development,
Sylvia strive to make a
lasting impact on the future
of nursing and midwifery.**



Through mentorship, leadership, and a commitment to professional development, Sylvia inspires a culture of continuous learning, ultimately shaping the next generation of skilled and compassionate healthcare professionals.

As a Clinical Nurse Manager (CNM), Sylvia actively promotes excellence in teaching within the inpatient ward by fostering a supportive and dynamic learning environment. She achieves this through hands-on clinical teaching, ensuring that students and junior staff develop essential skills with confidence and competence. By integrating evidence-based practices into daily care, Sylvia provides real-world insights that enhance learning and patient outcomes. She facilitates structured teaching sessions and bedside demonstrations to reinforce clinical competencies.

Sylvia fosters a multi-disciplinary approach to teaching by promoting collaboration across various healthcare disciplines. She actively involves nurses, doctors, allied health professionals, and other clinical staff in teaching and learning activities to provide students with a well-rounded understanding of patient care. This collaborative environment not only

enhances students' clinical knowledge but also cultivates communication, respect, and a deeper understanding of holistic care.

Sylvia is deeply committed to enhancing clinical education, fostering a positive learning environment, and ensuring the highest standards of nursing and midwifery practice. Her dedication to mentorship, teaching, and multi-disciplinary collaboration has significantly contributed to the professional growth of students and staff alike. Sylvia continuously seeks innovative teaching methods, including simulation training, reflective practice sessions, and evidence-based learning, to ensure students are well-equipped for real-world challenges. Beyond formal teaching, she actively supports student well-being, providing guidance and encouragement to build their confidence and resilience. Her ability to create an inclusive and supportive clinical learning environment has been recognized by both students and colleagues, reinforcing her passion for shaping the next generation of skilled, compassionate healthcare professionals. By promoting excellence in practice, leadership, and continuous professional development, Sylvia strives to make a lasting impact on the future of nursing and midwifery.

**Outstanding Contribution
to Teaching in Professional
Practice Award**

2024-25

Eilish King
School of Medicine –
Therapies Programme

Eilish is a CORU registered occupational therapist, and currently works as a Practice Tutor/ Senior Occupational Therapist with Enable Ireland Children’s Disability Network Team. Since qualifying as an occupational therapist from Trinity College Dublin, Eilish has worked in a variety of services supporting children and adults with intellectual disabilities across the lifespan. She has worked across children’s disability services, school-age teams, and in services supporting young adults with intellectual disabilities to avail of meaningful educational and work opportunities. Eilish has contributed to a variety of modules on the undergraduate occupational therapy programme in Trinity College Dublin since 2021. Eilish is a project team member of the Supported Volunteering: Working Together, Learning Together Project. Eilish holds a Masters by Research from Trinity College Dublin, and is currently undertaking a PhD examining sensory processing amongst older adults with intellectual disabilities.



Eilish King
School of Medicine
Therapies Programme



Eilish always goes beyond the traditional classroom and practice-based settings to support the holistic development of the students that she is supporting. She is conscientious and attentive to all student's individual needs, viewing them not just as learners in practice but as individuals striving to thrive in all aspects of their professional and personal lives. Eilish meets with students weekly while on placement, providing personalised feedback and mentorship to help them achieve their full potential and reach their learning goals and competencies. Her dedication to student success is evident in the strong relationships she builds with her students, as well as the positive feedback she consistently receives from the students.

“Eilish supported us to hone our skills, challenge ourselves, and fully experience being a part of a children’s disability network team. Eilish was the first member of staff we would go to, to talk through all experiences on placement, be that more challenging situations or positive moments. No matter how busy Eilish was in any particular day or week, she always had time to listen and support us as students in every way that she could.” 4th Year Occupational Therapy Students

Eilish has a great commitment to her professional development as a Practice Tutor, which she consistently translates into her teaching in supporting students within the Enable Children’s Disability Network Teams (CDNTs).

Eilish is concurrently pursuing a PhD, further highlighting her dedication to advancing her expertise as a clinical educator. Through her continuous professional development, Eilish

consistently translates her learning into practice, thereby fostering excellence in her teaching and significantly benefiting her students and colleagues.

Eilish is currently developing a sustainable model of practice education to increase student placement availability, through the development of a facilitator model within the Children’s Disability Network Space. Recognising the complexity of work for families and children within CDNTs in Ireland, and the current shortage of placements within this practice arena, Eilish has taken on the role to address the sparse placement opportunities for occupational therapy students in this critical area.

Eilish has designed accessible and user-friendly tutorials that support students throughout their placement experiences. By incorporating diverse teaching pedagogies, she effectively helps students acquire and practice new knowledge and skills that can be utilised in working with young children and families. This innovative development hopes to ensure ongoing and consistent placement capacity over the coming years.

As an indispensable member of the Practice Education Team within the Discipline of Occupational Therapy, Eilish is highly respected and esteemed by her colleagues and students alike. She embodies the very essence of this award, demonstrating excellence in her teaching, a strong student-centered approach, and an unwavering dedication to the clinical education of our students.

Outstanding Contribution to Teaching in Professional Practice Award

2024-25

Vincent Maher
School of Medicine
Medicine Programme

Prof Vincent Maher's interest in teaching began in UCG medical school where he demonstrated in anatomy and made educational films to help other students. Throughout his training, he loved teaching, being a tutor and lecturer at TCD.

As a consultant cardiologist at TUH, he regularly teaches medical students, nursing and medical staff. He undertakes teaching ward rounds, lectures and develops projects to involve staff members in research.

His teaching extended nationally as medical director of the IHF, where he developed their educational web site and wrote many booklets about heart health.

He has had a long-term interest in cholesterol's cardiovascular impact and cycled the length and breadth of Ireland raising awareness about cholesterol on national media. He developed abbreviated lipid guidelines now being rolled out to all GPs.

He has held the honour of being President of the Irish Cardiac Society, IACR and the Irish Hyperlipidaemia Association. He has chaired the Health Promoting Hospital Network, founded the Irish Angiology Society and co-founded the national Heart Watch Program for secondary disease prevention. He is the national lead for lipid disorders on the global FH Network.

His main philosophy in education is to "teach people for life" rather than short term.



Vincent Maher
School of Medicine
Medicine Programme



Prof Maher is a Trinity Clinical Professor at Tallaght University Hospital and has been teaching both undergraduate and postgraduate students in the Schools of Medicine for 45 years. In annual feedback from medical students attending Tallaght University Hospital he continually is ranked Number 1 by them for the quality of his teaching. His cardiology lecture series of 12 lectures, which he gives annually, each lecture ends with a spontaneous round of applause from the students. Indeed the quality of his lecture series has spread beyond Trinity and we have found, on occasion, medical students from other universities attending his lectures at Tallaght University Hospital.

The School of Medicine has built a reputation for excellence in clinical teaching over the last 300 years and Prof Maher exemplifies the classical clinical teacher in delivering excellence in bedside clinical teaching and significantly contributing to the international reputation of our medical graduates for both their clinical skills and compassion for their patients.

Prof Maher was the first clinical teacher at TUH to introduce mobile phone software to the students to obtain feedback in real-time during lectures of student views and knowledge. He also actively seeks student feedback of his teaching to refine his teaching year on year.

“Vincent as an SHO in Galway, was one of the first doctors to give me a bedside tutorial in my initial weeks on the wards as a third year medical student. This x30 minute tutorial was at 1.00am. What impressed me at that time was his teaching ability and his emphasis on respect for our patients. He has continued delivering excellence in clinical teaching to this day and by his example, his enthusiasm, his respect for patients has passed the baton on to generations of doctors who deliver, pro-bono, medical student teaching in our hospitals today.”

Prof Seamas Donnelly

Prof Maher has mentored both undergraduate and postgraduate medical students at Tallaght University Hospital. In the context of Medicine as a path of lifelong learning he has mentored undergraduate medical students in the context of taking extra time to give tutorials in cardiology to students felt to require additional remedial teaching in the Final Medical year at TUH. He has mentored medical students in summer student research electives in Cardiology. From a postgraduate perspective, he has supervised and mentored MD students to completion, all of which have successfully taken up consultant posts in Ireland and abroad. His patience, genuine interest in his students, ability to translate complex medical problems into a language understood by our students – all contribute to his reputation for teaching excellence among our medical students.

Outstanding Contribution to Teaching in Professional Practice Award

2024-25

James Quinn

School of Pharmacy &
Pharmaceutical Sciences

Dr James Quinn is an Assistant Professor in Pharmacy Practice and the Trinity College Dublin MPharm Practice Educator. James completed his PhD in Pharmacy at Queen's University Belfast, following which he lectured in pharmacy practice prior to taking up his current role.

As Practice Educator, James focuses on facilitating the experiential learning placements that MPharm students undertake as part of their programme. He is also involved in delivering the pharmacy Pre-Registration Examination and Pharmacy Practice modules, leveraging his clinical expertise to provide students with the best possible learning experience.

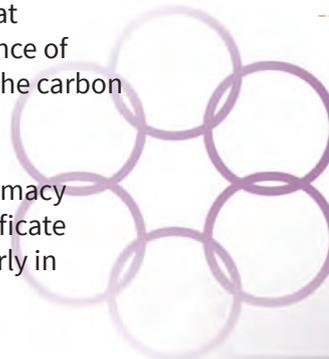
With an extensive research output, James' current research explores the resilience of MPharm students and the various factors that influence this resilience. He is also interested in the surveillance of current prescribing patterns and identifying ways to reduce the carbon impact of prescribed medications.

James has a keen interest in the latest developments in Pharmacy Practice education, having completed his Postgraduate Certificate in Higher Education Teaching and continues to locum regularly in community pharmacy.

James stands out not only for his deep expertise in pharmacy but also for his ability to translate complex concepts into accessible and engaging lessons.



James Quinn
School of Pharmacy &
Pharmaceutical Sciences



James has consistently demonstrated exceptional commitment to fostering an engaging and supportive learning environment for our students, empowering them to excel both academically and professionally. James stands out not only for his deep expertise in pharmacy but also for his ability to translate complex concepts into accessible and engaging lessons.

Through his teaching, which incorporates interactive discussions, real-world case studies, and the integration of emerging trends in pharmacy, James inspires students to think critically, ask questions, and actively participate in their learning journey. James provides individual support, thoughtful feedback and encourages open communication, ensuring that each student feels valued and capable of succeeding.

James engages with all students on a regular basis while they are on placements. He actively seeks feedback from them regarding their learning experiences. If students inform James of any areas for improvement, he immediately takes action. If issues raised affect a group of students or the entire class, he provides additional tutorials on any learning need identified and provides students

with whatever additional learning materials that are needed. If issues identified are more personal to individual students, he deals with them in a very sensitive, respectful manner. He takes the students for individual sessions and tailors the sessions to the needs identified.

James has received exceptional feedback from students, noting his dedication to their learning and to the profession.

James is a fantastic team player. He is not shy, he interacts exceptionally well with all the staff and has a very warm, approachable manner. He contributes significantly to the MPharm programme, is a valued member of the team and very well-liked by all staff and students. He is continually looking for ways to improve the student journey, and also to develop efficiencies for staff. He embodies the qualities of an outstanding educator who consistently enhances the student learning experience, provided invaluable insights into the pharmacy profession, the multidisciplinary nature of health care and the need to always do the best for our patients.

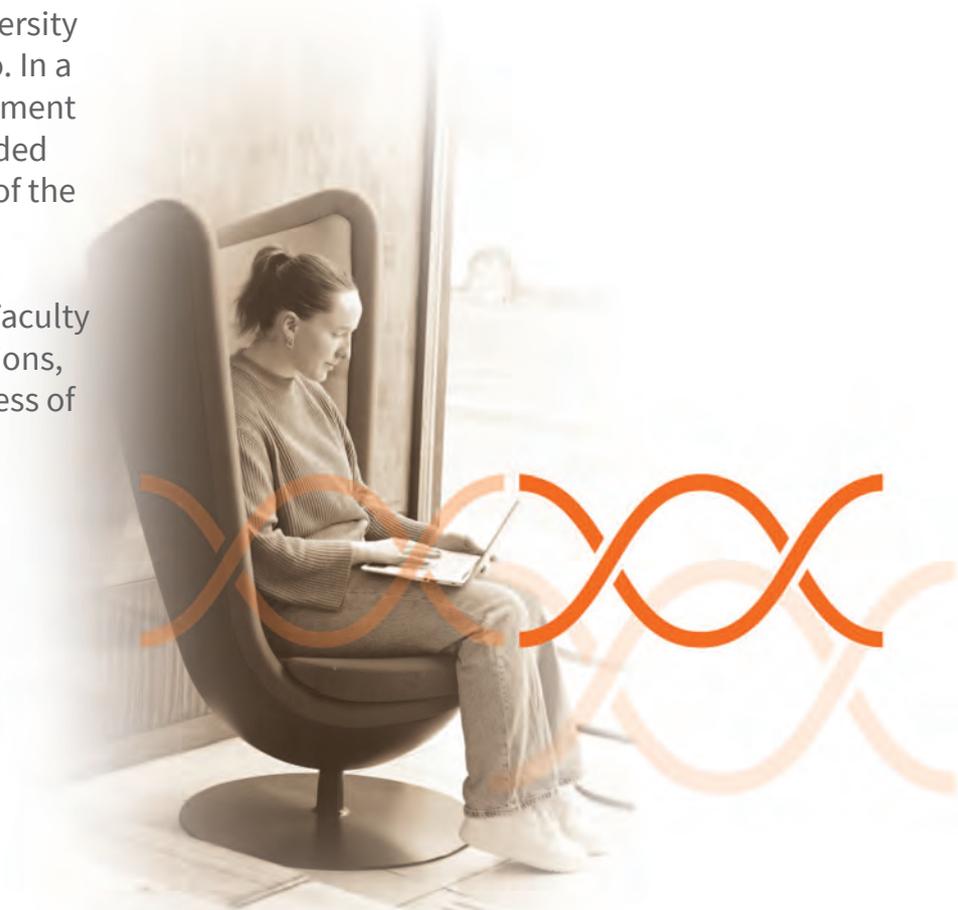
Dean of Health Sciences Award for Innovation in Teaching



The spirit of the Innovation in Teaching Award is to encourage teaching innovations within the Faculty of Health Sciences, where the outcomes will be shared with colleagues across the Faculty and beyond.

The Faculty of Health Sciences strives to embed the principles of Equity, Diversity and Inclusion (EDI) in all that we do. In a clear demonstration of our commitment to this, evidence that EDI is embedded throughout the innovations is one of the criteria for the award.

Since its inception in 2014-15, the Faculty has supported 41 teaching innovations, with a financial contribution in excess of €300,000.



**Dean of Health Sciences Award
for Innovation in Teaching
2024-25**

Daniel Johnston
School of Medicine
(Anatomy)

Dr Daniel Johnston joined the School of Medicine as an Assistant Professor in Anatomy in 2022. His group's research focuses on inflammation and inflammatory disease at barrier sites where we interact with our external environment and microbiome, principally the skin and gut. His teaching mainly focuses on the core undergraduate anatomy curriculum and this project seeks to improve the quality of assessment patterns using advanced technological solutions.



Daniel Johnston
School of Medicine
Anatomy

Optimizing assessment patterns in anatomy through open-source software and Retrieval Augmented Generation (RAG) Artificial Intelligence.

The Discipline of Anatomy is responsible for the education of ~880 undergraduate students across multiple courses. With a small academic staff (five), the process of coordinating, teaching, examining and marking can be overwhelming and leaves less time for interactive small-group teaching and detailed feedback that allows our students thrive 1,2. With large student numbers meticulous attention is needed to maintain the quality and integrity of examinations, a process that becomes increasingly difficult as student numbers continue to rise. Innovative solutions are required to address this issue.

This proposal aims to reduce the workload on individual academic staff and simultaneously improve the quality of our assessments through a combination of open-source exam-banking software and Retrieval Augmented Generation (RAG) AI.

Due to our large student numbers, the Discipline relies heavily on multiple-choice questions (MCQs) and practical single-answer questions (SAQs) exams. The SavSoft Quiz software package allows the generation of MCQ exams from a user-

instructed bank under a series of subtypes. In this proposal, Drs Johnston, Barry and Conroy will pool collective resources to populate the bank and subcategorise questions by difficulty and topic as part of a standard setting exercise. The software will then be able to generate unbiased, well-distributed exams based on the input bank as required.

To expand upon this, we will also explore the use of RAG AI to help expand our exam content in a sustainable and controlled manner using Microsoft Azure AI Search tools. RAG architecture will allow us to constrain generative AI to our existing educational content sourced from vectorized documents and images on Blackboard. This highly innovative approach allows us to speed up the generation of bespoke, high-quality novel exam material whilst maintaining the integrity of our source documents.

**Dean of Health Sciences Award
for Innovation in Teaching
2024-25**

Elaine Burke
School of Medicine
(Medical Education)

Dr Elaine Burke is an Assistant Professor in Medical Education. A medical doctor by background, she first joined the School of Medicine as a Lecturer/Registrar in Intern Education in 2015 and was awarded a PhD in Medical Education 2022. Her research interests focus on junior doctor (intern) training, clinical academic career pathways, and gender equality in academic medicine. Having recently completed the staff module on Enacting Education for Sustainable Development, she looks forward to putting her learning into practice in this project by developing a student-selected option on Sustainability and Planetary Health for first year medical students.



Elaine Burke
School of Medicine
Medical Education

Sustainability and Planetary Health: A Student-Selected Option for 1st Year Medical Students

Living sustainability is one of the defining challenges of the 21st century. Trinity's mission is to inspire generations to meet the challenges of the future. The School of Medicine aims to prepare students to meet the future needs of patients, communities, and the planet, yet within the undergraduate medical curriculum there are few occasions where formal teaching on sustainability and planetary health is delivered.

I plan to develop a new student-selected option (SSO) on Sustainability and Planetary Health for 1st year medical students (n=15) as part of their Humanities, Law, Ethics and Professionalism module. Having successfully completed the staff training module on Education for Sustainable Development (ESD) (December 2024), I have access to a bank of resources which I will adapt for a health professions' context and deliver over a series of six 2-hour sessions comprising a range of teaching approaches. The key pedagogical approaches are derived from UNESCO's ESD Goals 2030, i.e., a Learner-centred approach, Action-orientated learning, and Transformative learning. Pework reading and video material, lectures, games, role-playing and interactive workshops will stimulate learning and reflection.

Problem-based learning, constructivist approaches (group discussions and individual written reflections), a powerful documentary film and an interactive field trip will create a scaffold that challenges learners' worldview, leading to transformative learning.

The innovative aspect of this proposal is in adapting and creating material for the first offering of its kind for Trinity undergraduate medical students. This project is an opportunity to pilot the material for broad implementation within the new undergraduate medical curriculum and could be delivered as part of an interdisciplinary module.

-----> **Living sustainability is one of the defining challenges of the 21st century**

**Dean of Health Sciences Award
for Innovation in Teaching
2024-25**

Emer McGowan
School of Medicine
(Medical Education)

Emer McGowan is an Assistant Professor in Interprofessional Education in the Faculty of Health Sciences, Trinity College Dublin. Dr McGowan is a physiotherapist by background. Her main research interests are health professions education, refugee health, leadership in healthcare, and leadership development. She was awarded her PhD in 2017 and completed her postdoctoral fellowship researching leadership and leadership development in healthcare at Trinity College Dublin. Dr McGowan leads the interprofessional education programme for students across disciplines in the Faculty of Health Sciences. Along with her colleagues, she is developing the IPE Strategic Plan 2026-2030 to expand and develop innovative learning opportunities for health sciences students in Trinity. Dr McGowan is a collaborator on the Erasmus+ funded project, Learning and Working Together for Improved Healthcare Outcomes – Strengthening Interprofessional Education (WhoLeIPE). This project aims to contribute to the advancement of IPE and interprofessional collaborative practice as the foundation of comprehensive, coordinated, resilient and responsive health care.



Emer McGowan
School of Medicine
Medical Education
(Faculty IPE Coordinator)



Simulation Based Education. This project will develop resources to support the running of community-based simulation workshops where students from different healthcare disciplines will work together.

Participation in simulation-based education can help prepare students for real-world interprofessional healthcare environments by providing opportunity for experiential learning where they can develop collaborative practice skills. This project will develop resources to support the running of community-based simulation workshops where students from different healthcare disciplines will work together.

Simulation-based education provides an authentic, safe clinical experience that mimics complex healthcare situations. Research exploring the use of simulation in health professions education has shown that it can enhance technical and non-technical skill acquisition, reduce errors and improve patient safety (Elendu et al., 2024).

The aim of the project is to develop, implement and evaluate pilot simulation-based, IPE workshops in a community setting. We will build a resource bank of IPE materials that can be used for simulation-based, community-focused IPE workshops with different configurations of disciplines involved. This will include a bank of videos with health professionals outlining their roles in the community and working as a team to deliver care in a community setting and other required online resources, all housed and accessible via Black board.

-----> **simulation-based education can help prepare students for real-world interprofessional healthcare environments**

Dean of Health Sciences Award for Innovation in Teaching 2024-25

This project is a large-scale multi-disciplinary project, with many thanks to the following contributors:

School of Nursing and Midwifery

- > Prof Jan de Vries (Team leader, Subject Leader Psychology, Mental Health Nursing Discipline)
- > Prof Damien Brennan (HoS, Subject Leader Sociology, Mental Health Nursing Discipline)
- > Dr Philip Hardie (General Nursing Discipline)
- > Dr Vivienne Brady (Midwifery, HoD)
- > Dr Sunita Panda (Midwifery)
- > Dr Sinead Impey (Clinical Tutor, Project Management)
- > Ms Freda Neill (Clinical Skills Manager)

School of Medicine

- > Prof Catherine Darker (Professor in Health Services Research, FTCD, Public Health & Primary Care, Institute of Population Health)
- > Dr Emer McGowan (Interprofessional Education, Discipline of Medical Education)

School of Dental Science

- > Prof Blánaid Daly (Dean of Dental Affairs/HoS, Division of Public & Child Dental Health)
- > Dr Sviatlana Anischuk (Dental Hygiene tutor, Division of Restorative Dentistry)
- > Prof Peter Harrison (Director of Undergraduate Restorative Clinics, Division of Restorative Dentistry)

School of Pharmacy and Pharmaceutical Sciences

- > Prof Deirdre D'Arcy (DUTL, Pharmaceutics and Pharmaceutical Technology)
- > Prof Sheila Ryder (Pharmacy Practice)

Development of integrated AV materials addressing people-, person-, and patient-centred (PCC) healthcare in an interprofessional context.

All four Schools within the faculty are involved at leadership level. Champions of interprofessional learning (IPL) and Equality, Diversity and Inclusion (EDI) are also included.

The project focusses on the development of integrated AV materials addressing people-, person-, and patient-centred (PCC) healthcare in an interprofessional context. Healthcare fails if not tailored to people's needs and requires that care is respectful and responsive, a concern that has been highlighted by the World Health Organisation.

At present, PCC is not yet addressed in integrated educational efforts involving all schools in the Faculty. This will be the first of its kind within Trinity. The ambition is for its use throughout the Faculty and beyond. While it is a desirable development that the HSE has mandated the use of its resources such as the Make Every Contact Count (MECC) module to instruct our students in patient communication, it is evident that additional AV materials are needed to make the PCC principles come alive more and for theory

and practice to be linked. Generating compact and well-designed interactive videos that relate to the learning outcomes of our modules and make use of the experience and knowledge of our staff will ensure that PCC remains at the core of healthcare education.

Student evaluations (n=108) of AV materials developed by members of this team have showed that 100% found it useful or very useful and 83% urged us to develop more such materials. In a pedagogical sense lively AV materials help bridge the gap between theory and practice.

The materials will be part of advancing interprofessional learning. The team will design and construct the materials to be used by each discipline/profession.

Producing these AV materials with a team consisting of members of each discipline/profession within the Faculty will pave the way for more interprofessional teaching and learning collaborations.

Dean's Award for Distinguished Service to Health Sciences



The Dean's Award for Distinguished Service to Health Sciences

The Distinguished Service to Health Sciences Award recognises an individual's exceptional and sustained contributions to Health Sciences during the course of their professional career. Recipients will have had a demonstrable impact on their field, through teaching, research, innovation, leadership, or societal impact. The Distinguished Service to Health Sciences Award represents a pinnacle achievement within the Faculty of Health Sciences, designed to recognise a culmination of significant contributions over a sustained period of time, rather than one specific achievement.



**Distinguished
Service Award to Health Sciences
2024-25**

**Professor Mary McCarron
School of Nursing & Midwifery**

Professor Mary McCarron, PhD RNID RGN BNS FAAN FTCD, is a distinguished scholar in Ageing and Intellectual Disability. She is the Director of the Trinity Centre for Ageing and Intellectual Disability (TCAID) and the Executive Director of the National Intellectual Disability Memory Service. Previously, she served as Dean of the Faculty of Health Sciences and Head of the School of Nursing and Midwifery at Trinity College Dublin.

As the founder and Principal Investigator of IDS-TILDA, the first longitudinal study on ageing in individuals with intellectual disabilities, Professor McCarron has significantly advanced understanding of ageing and chronic conditions in this group. Her work has influenced healthcare practice and national health policy. She has also led a 25-year cohort study on dementia in people with Down syndrome, making substantial contributions to this field.

Professor McCarron established Ireland's first dedicated National Memory Service for people with intellectual disabilities, highlighting her commitment to cognitive health and ageing. She leads the PPI Ignite Programme at Trinity College, a national network funded by the HRB, focusing on patient and public involvement in research and receiving the inaugural HRB Impact Award. Additionally, she is the Principal Investigator on the "Engaging the Brain through Cognitive Stimulation Therapy" project, funded by Avista.



----->
**Professor
Mary McCarron**

**School of Nursing
& Midwifery**



Distinguished Service to Health Sciences Award

Her contributions to clinical research infrastructure are notable, including her role as co-applicant on the HRB's Clinical Research Network Awards for Dementia Trials Ireland (DTI) and as the Irish Lead on the H21 Consortium, which examines dementia outcomes for individuals with Down Syndrome.

Professor McCarron has been appointed as an Honorary Professor at Queen's School of Nursing and Midwifery and holds a Visiting Professorship at Duke University. She is also an American Academy of Nursing Fellow. With an h-index of 30 and over 3,000 citations, she is in the top tier of researchers in intellectual disability. She has secured approximately €20 million in research funding and successfully won the bid to host the IASSIDD World Congress in Dublin in 2027.

Beyond her academic achievements, Professor McCarron advises on ageing and policy at national and international levels. She has been a governance board member of the International Association for the Scientific Study of Intellectual and Developmental Disabilities (IASSIDD) and contributes to various hospital and service boards. Recently, she was appointed to the Commission on Care for Older People.

With over 500 publications, Professor McCarron's pioneering research and leadership have made a profound impact on academia and healthcare, advancing knowledge, and improving care for individuals with intellectual disabilities.

At the core of our activities
in Health Sciences is the
understanding that all of our
activities begin with and centre
on our patients







Dean's Awards
Faculty of Health Sciences
2024-25

because of your
drive and contribution
Trinity College Dublin
will remain the number one
University in Ireland



